Modesto Junior College
Course Outline of Record

CLDDV 163

I. OVERVIEW
The following information will appear in the 2010 - 2011 catalog

CLDDV 163 Working With Children With Special Needs 3 Units
Recommended for Success: Before enrolling in this course, students are strongly advised to satisfactory completion of ENGL-50.

Introduction to inclusion of children with special needs, from infancy to adolescence in the home, school, and community. Includes laws and policies. Emphasis on cognitive, social, emotional, and physical development for the child with disabilities in care and educational settings. Collaboration with parents as partners and methods for working with professionals.

Field trips might be required. (A-F or P/NP - Student choice) Lecture
Transfer: (CSU)

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   a. Introduction to the inclusion of young children with special needs in early childhood programs
      i. What is inclusion in early childhood and intervention programs?
      ii. Who are the young children with special needs?
          a. Planning and intervening for a child with special needs and his/her family
          b. Identification of categories of special needs
      iii. Benefits and barriers to inclusion of children with disabilities in early childhood programs
      iv. Historical and policy foundations of early childhood services for children with disabilities
      v. Intent of laws and regulations pertaining to and protecting children with disabilities and their families (Early Intervention Core Competency, EICC)
      vi. Goals of early childhood services for children with disabilities
      vii. Working in partnership with families of children with special needs
          a. Family-centered practices
          b. Family as a system with parents, siblings, and extended family (EICC)
          c. Emotional needs of families, parental reactions, process of change, typical grief process (EICC)
          d. Family resources, priorities, and concerns
          e. Working with culturally diverse families

Division: Family & Consumer Sciences
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f. Working with families to communicate as a team to support child's development

g. Maintaining confidential relationships with families (EICC)
h. Identification of supports such as parent to parent and support groups (EICC)
i. Referral process (EICC)

viii. Working with members of other disciplines: collaboration for success

a. Professionals involved in the delivery of services to young children with disabilities
b. Recommendations for practice
c. Accessing community agencies and procedures for specialized support (EICC)
d. Resources and placement options in the county/area of residence (EICC)

ix. Assessing children with special needs

a. Definition of assessment and measurement strategies
b. Purposes of assessment
c. Planning the child’s instructional program
d. Monitoring children’s progress
   a. Distinguishing among difference, delay, and disorder (EICC)

e. Designing inclusive environments for young children with special needs
   a. Foundational assumptions
   b. Intervention strategies

f. Role of assessment in IFSP planning (EICC)
g. Referring children for assessment (EICC)

x. Instructional strategies for teaching young children with special needs

xi. Implementing instruction for young children with special needs in early childhood classrooms

a. Organize assessment to plan purposeful interactions and activities
b. Develop Individualized Family Service Plan (IFSP) and Individualized Education Plan (IEP), write goals and objectives
c. Use the principles of independence and participation
d. Promote skills and goals from multiple domains simultaneously
e. Distribute teaching and learning opportunities for each goal throughout the day
f. Increasing access to all areas of curriculum as they relate to the developmental domains (EICC)
g. Describe the natural environment for infants and young children with disabilities (EICC)

xii. Planning and implementing transitions to other programs
   a. Implications for early childhood education
   b. Practical applications in early childhood programs
   c. Supporting teachers of transitional programs for successful inclusion of young children with special needs (EICC)
   d. Adapting curricula, materials and equipment, for children with specific special needs
   e. Promoting social and emotional development and competence
      a. Special considerations for children who have been abused and neglected
      b. Helping young children develop motor skills
      c. Therapeutic intervention
      d. Development of adaptive behavior skills
      e. Adapting the environment, materials, equipment (EICC)
      f. Positioning (EICC)
      g. Feeding (EICC)
      h. Fine motor, gross motor (EICC)

   b. Nurturing communication skills
      i. Strategies that facilitate communication
      ii. Augmentative and alternative communication systems
      iii. Working with children with hearing loss
      iv. Working with children with visual disabilities
      v. Working with children with autism spectrum disorder (EICC)
      vi. Working with children with language differences

   c. Encouraging the development of cognitive skills and literacy
      i. Children with cognitive disabilities
      ii. Cultural differences in early language and literacy experiences
      iii. Strategies for facilitating emergent literacy

   d. Facilitating self-care, adaptive, and independence skills

   e. Effective use of paraprofessionals and volunteers in early intervention programs
• **ENROLLMENT RESTRICTIONS**

1. **Advisories**

Before enrolling in this course, students are strongly advised to satisfactory completion of ENGL-50.

2. **Requisite Skills**

   *Before entering the course, the student will be able to:*

   A. Word use: 1. spell words correctly and capitalize according to conventions of standard, edited English prose; 2. use words, expressions, idioms according to their conventionally understood meaning; 3. use diction which is precise, specific, and economical; 4. avoid the use of trite or hackneyed language; 5. use diction appropriate to the purpose of the writing (e.g., technical, formal, informal, slang, etc.).

   B. Sentence composition: 1. use a variety of sentence structures (simple, compound, and complex) as needed to provide for readability and to indicate relationship between thoughts; 2. maintain logic of central predication and the relationship of parts within the sentence, (e.g., avoiding faulty parallelism, mixed constructions, misplaced or ambiguous modifying phrases or clauses); 3. adhere to conventions of correctness in standard, edited English prose, (e.g., avoiding illogical sentence fragments or run-on sentences, disagreements of number, faulty shifts of tense or incorrect tense use, pronoun shifts and unclear pronoun reference, illogical or unconventional use of punctuation marks);

   C. Writing process: 1. write clear introductory and concluding paragraphs which contribute to the over-all purpose of the composition; 2. (for exposition and argument) express the thesis of the composition in a clear sentence; 3. use detail and example to develop and elaborate upon subtopics selectively, mindful of the relative importance of the point being developed; 4. compose fully-developed paragraphs which are unified in thought and purpose and which show their relationship to the main thought of the composition; 5. provide for coherence within and between paragraphs through appropriate use of transitional words, phrases, and sentences;

   D. Comment and analyze reading selections in directed class discussion.

• **HOURS AND UNITS**

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3 Units

• **METHODS OF INSTRUCTION (TYPICAL)**

   *Instructors of the course might conduct the course using the following method:*

1. Class discussions including small and large group discussions, which promote critical thinking.

2. Field Trips (maybe)

3. Group Activities

4. Guest Speakers

5. Lecture

6. Audio-visual media

7. Assigned Readings

8. Multiple choice and/or essay quizzes and examinations
9. Review of professional journal focusing on children with special needs

10. Written in-class and out-of-class homework assignments that require synthesis of content including community resources in and around Stanislaus county, creation of marketing material, and case study.

**ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   Time spent on coursework in addition to hours of instruction (lecture hours)
   
   A. Quizzes (4)
   B. Parent Panel (1)
   C. Article summary (1)
   D. Teacher interviews (2)
   E. Resource binder (1 binder: 10 resources)
   F. Case study (1)

2. **EVIDENCE OF CRITICAL THINKING**
   Assignments require the appropriate level of critical thinking
   
   A. Final: Describe the 10 primary categories of disability and identify a corresponding plan of inclusion/instruction appropriate to each disability.
   B. Parent Panel: Student will submit at least 5 questions to ask each parent on a parent panel.
   C. Article summary: Student will summarize an inclusion article and respond to the actual content within the article.
   D. Teacher interviews: Student will interview two teachers and write their own conclusion why they believe inclusion is working/not working for the two teachers.
   E. Case study: Student will identify settings/activities for a child that has been excluded and suggest goals and strategies to reach full inclusion.

**TEXTS AND OTHER READINGS (TYPICAL)**


**DESIRED LEARNING**

A. **COURSE GOAL**
   As a result of satisfactory completion of this course, the student should be prepared to:

   identify ten primary categories of disability (i.e. vision loss, hearing loss, physical impairment, mental retardation, autism spectrum disorder, behavior disorder, specific learning disability, speech and language problems, traumatic brain injury, and health impairment), and identify a corresponding plan of inclusion/instruction appropriate to each.

B. **STUDENT LEARNING GOALS**
   Mastery of the following learning goals will enable the student to achieve the overall course goal.
A. **Required Learning Goals**

Upon satisfactory completion of this course, the student will be able to:

a. Describe the natural environment for infants and young children with disabilities. (Early Intervention Core Competency, EICC)

b. Describe inclusion in early childhood and intervention programs. (EICC)

c. Identify the historical and policy foundations guiding educational services for young children with disabilities.

d. Describe the early intervention and special education process with regard to legislation, assessment, and inclusion.

e. Identify categories of special needs.

f. Discuss the ethnic and cultural influences on the inclusion of children with special needs.

g. Develop considerations for meeting exceptional needs, including teacher/early interventionist competencies, intervention, instructional strategies, and parent involvement in the context of cultural diversity. (EICC)

h. Analyze the role of the professional, including Early Interventionists.

i. Apply adaptive curricula in an inclusive early childhood program.

j. Demonstrate an understanding of family development, functioning, and family systems and the family need for education and support. (EICC)

k. Demonstrate basic knowledge of the intent of the laws and regulations pertaining to and protecting children with disabilities and their families. (EICC)

l. Describe the development assessment process and outline its role in identifying, planning, and intervening for a child with special needs and his/her family. (EICC)

m. Demonstrate an understanding of family development, functioning, and family systems, and the family need for education and support. (EICC)

n. Utilize the process of accessing community agencies, referral systems, and procedures for specialized support, resources and placement options in the county/area of residence. (EICC)

• **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**

A. Written in-class and outside-of-class homework assignments including inclusion marketing material, community resources in and around Stanislaus county that support children with special needs, interview of teachers regarding inclusion, article summary, parent panel activity

B. Class discussions including small and large group experiences, quizzes, reflections on current reading assignments, guest speakers, lecture, text, audio-visual media

B. **SUMMATIVE ASSESSMENT**

A. Multiple choice and/or essay for mid-term and final examination.

B. Case study

C. Small group presentations
D. Teacher interviews and analysis of inclusion